



## **PRACTICE TASK: “THE GREAT ROUND UP!”**

*Adapted from North Carolina’s Core Essentials Mathematics Program*

### **STANDARDS FOR MATHEMATICAL CONTENT**

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**MCC.3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

#### **STANDARDS FOR MATHEMATICAL PRACTICE**

1. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
8. Look for and express regularity in repeated reasoning.

#### **BACKGROUND KNOWLEDGE**

“To round a number simply means to substitute a nice number that is close so that some computation can be done more easily.” Rounding is used to simplify computation in a story, chart or conversation. For example, if you are talking about the amount of time it takes you to do homework, most people will not say 57 minutes, they will say about an hour. The first number is a precise amount of time, the second number refers to an approximate amount of time for better communication. (Van de Walle p. 47)

#### **ESSENTIAL QUESTIONS**

- How are digits in a number related?
- What can we learn about the value of a number by examining its digits?
- What is an effective way to estimate numbers?

#### **MATERIALS**

- Three Number Cubes
- “The Great Round Up” Recording Sheet

#### **GROUPING**

Students should work in groups of 3 or 4.

#### **TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION**

##### **Game Instructions**

1. Player 1 will toss all three number cubes and make the GREATEST possible 3-digit number with those digits.
2. Player 1 will write his or her number on his or her recording sheet.

3. The player with the GREATEST number in that round will round his or her number to the nearest hundred and record the rounded number in the total column on their recording sheet.
4. All other players will not record a number in the total column for this round.
5. Play will continue for ten rounds.
6. The winner is the player with the greatest total.
7. At the end of the game, students should share their efficient rounding strategies with one another.

### **DIFFERENTIATION**

#### **Extension**

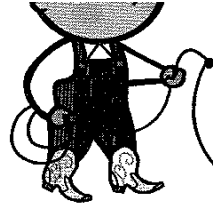
- Have students create anchor charts for efficient rounding strategies.
- Have students practice rounding to the nearest ten with three dice.
- Have students try rounding to the nearest thousand with four dice.

#### **Intervention**

- Students can use number lines or hundreds charts to help them.
- Students can play with two cubes instead of three, rounding to the nearest ten.
- Students can complete the task with a teacher or peer assistant.

# "The Great Round Up!"

## Game Instructions and Recording Sheet



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3. The player with the GREATEST number in that round will round his or her number to the nearest hundred and record the rounded number in the total column on their recording sheet.
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ROUND	GREATEST 3 DIGIT NUMBER	ROUNDED NUMBER
<i>example round</i>	432	400
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
		<b>TOTAL</b>

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